

Media Package

Determining the types of media

- Teaching Concepts: Document Camera
- Declarative Knowledge Acquisition: Print Media, Websites,
- Problem Solving: Research Graphic Organizer, Exploring Comics Worksheet, Peer-Editing Form, Audience Plan Worksheet (to organize information and make decisions about their project)
- Assessment: Writing Rubric and Comic Rubric, Writer's Notebooks (electronic or paper and pencil), Comics (either paper and pencil or using comic creating software)

Media Overview

*See Media Overview Table Below

Developing Instructional Media

Writer's Notebook via Classroom wiki on pbworks.com

Follow this link to view our sample wiki- <http://leonacarr51.pbworks.com>

Instructor's Manual

Note: Our unit is designed to be adapted to your classroom. Use of particular media depends on the availability and resources in your classroom and at your school.

1. Writer's Notebook

The writer's notebook should be introduced to students during lesson 1 of the unit. You should model and provide a group practice opportunity to get the writing started. Students need to know that the notebook is a place to record their thoughts and reflections as they create their comics, as well as a place to keep notes from their research. It is also a means of communication between you and your students. At the end of each lesson, students need to be given time to write in their notebooks and answer any questions you have for them. The writer's notebook can be in the form of a physical notebook (each student has their own) or a virtual notebook. We have provided a sample of an online wiki in which each

student has their own page as their notebook. The writer's notebook can also be a blog or simply typed into a word processing document. Depending on the availability of computers, you will need to decide on the best option for your classroom.

2. Document Camera

The document camera is used in each lesson to share information in a way that supports group learning. The document camera should be used during teacher modeling, sharing and evaluation of comics, and student sharing times.

3. Print Media

It is very important that many kinds of print media are readily available in the classroom during the unit. There should be books and textbooks that contain information on the students' chosen concepts, multiple variations of comics at very reading levels, and reference materials. The materials are used in lessons 1 through 6 for group, shared, and independent work.

4. Internet

The internet is used (as an option) in lessons 2 through 6 for research and reference purposes. We suggest that teachers provide students with a list of websites related to the content-area unit.

5. Comic Creation

We encourage teachers to give students a choice of which format to publish their comics. Students may choose to use art materials and paper to create their comic, or use comic creating software. ReadWriteThink offers a free Comic Creator that allows students to create a template for their comics. ComicLife (software must be purchased) is another option for creating comics.

ReadWriteThink-Comic Creator:

<http://www.readwritethink.org/files/resources/interactives/comic/>

ComicLife Website:

<http://plasq.com/products/comiclife/win>

Instructional Events	Abstract	Intended Media	Rationale
Lessons 1-7	The students will be introduced to using a writer's notebook that they will use through the entire unit. They will document their research, learning, thoughts, and reflections.	Word Processing program (MS Word, etc.), A Blog (using Edublogs), a class wiki (using Wikispaces or Pbworks), or a paper and pencil journal/notebook (depending on availability of computers)	The writer's notebook, whether a hard copy or in digital form, will allow the students to reflect upon the writing process as they complete the unit. It is also a formative assessment tool for the teacher.
Lesson 1-7	The teacher will present several examples of comics to students to explore the characteristics of the genre. The teacher will introduce worksheets, rubrics, and other materials to the students. The students will share their work with the class.	Document Camera	Document cameras allow students to view a variety of materials in full color and detail. It helps facilitate group discussion and evaluation of materials.
Lesson 1-6	The students will use a variety of print media throughout the course of the unit. They will use print media for research, reference, and as examples guiding their work.	Print Media (comics, graphic novels, dictionaries, thesauruses, textbooks, trade books, newspapers, etc.)	Teachers and students have access to a wide variety of print materials. These materials offer an authentic example of what people read.
Lessons 2-6	Students will visit several websites containing information about their research	Internet	The internet is a readily available resource for research. Students will begin to evaluate the

	<p>topic and comics. Students will visit websites for references, such as dictionaries and thesauruses during the editing and revising stage.</p>		<p>quality of information presented about their topics.</p>
Lessons 4-6	<p>As the students begin to create plans and drafts of their comics, they will evaluate and choose a publishing format for their final drafts.</p>	<p>Comic creating software (ComicLife, Comic Creator by Read Write Think, etc.)</p>	<p>The comic creating software gives students a choice of publishing for their final project in a digital format, which may increase engagement and motivation.</p>